



## Teaching Guide

| Identifying Data    |  |        |                     |         | 2020/21 |
|---------------------|--|--------|---------------------|---------|---------|
| Subject (*)         | Clinical Nursing I   | Code   | 750G01034           |         |         |
| Study programme     | Grao en Enfermaría   |        |                     |         |         |
| Descriptors         |  |        |                     |         |         |
| Cycle               | Period   | Year   | Type                | Credits |         |
| Graduate            | 1st four-month period  | Second | Obligatory          | 6       |         |
| Language            | SpanishGalicianEnglish   |        |                     |         |         |
| Teaching method     | Hybrid   |        |                     |         |         |
| Prerequisites       |  |        |                     |         |         |
| Department          | Ciencias da Saúde  |        |                     |         |         |
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| Web                 | moodle.udc.es  |        |                     |         |         |
| General description | THIS SUBJECT IS TO START THE STUDENT IN THE BASIC AND GENERAL PRINCIPLES OF THE PROFESSION USING THE NURSING PARADIGM AS A CONCEPTUAL BASIS, CONSIDERING THE PERSON, FAMILY AND COMMUNITY AS MAIN ELEMENTS FOR THE APPLICATION OF NURSING CARE SUPPORTING IN MODELS AND THEORIES OF NURSING.   |        |                     |         |         |
| Contingency plan    | 1. Modifications to the contents<br><br>2. Methodologies<br>*Teaching methodologies that are maintained<br><br>*Teaching methodologies that are modified<br><br>3. Mechanisms for personalized attention to students<br><br>4. Modifications in the evaluation<br><br>*Evaluation observations:<br><br>5. Modifications to the bibliography or webgraphy |        |                     |         |         |

## Study programme competences / results

| Code | Study programme competences / results  |
|------|--|
| A34  | Coñecer as alteracións de saúde do adulto, identificando as manifestacións que aparecen nas distintas fases.   |
| A35  | Identificar as necesidades de coidado derivadas dos problemas de saúde.  |
| A36  | Analizar os datos recollidos na valoración, priorizar os problemas do paciente adulto, establecer e executar o plan de coidados e realizar a súa avaliación. |
| A37  | Realizar as técnicas e procedementos de coidados de enfermaría, establecendo unha relación terapéutica cos enfermos e familiares.                            |
| A38  | Seleccionar as intervencións encamiñadas a tratar ou previr os problemas derivados das desviacións de saúde.   |
| A39  | Ter unha actitude cooperativa cos diferentes membros do equipo.  |
| B1   | Aprender a aprender.   |
| B2   | Resolver problemas de forma efectiva.  |
| B3   | Aplicar un pensamento crítico, lóxico e creativo.  |
| B4   | Traballar de forma autónoma con iniciativa.  |
| B5   | Traballar de forma colaborativa nun equipo interdisciplinar.   |
| B6   | Comportarse con ética e responsabilidade social como cidadán e como profesional.   |
| B7   | Comunicarse de maneira efectiva en un entorno de traballo.   |



|     |  |
|-----|--|
| B8  | Capacidade de análise e sínteses.  |
| B9  | Capacidade de aplicar os coñecementos na práctica.   |
| B11 | Capacidade e habilidade de xestión da información.   |
| B12 | Capacidade para organizar e planificar.  |
| B13 | Toma de decisións.   |
| B15 | Capacidade para comunicarse con persoas non expertas na materia.   |
| B16 | Coñecer e apreciar a diversidade e a multiculturalidade.   |
| B19 | Coñecementos de informática relativos ao ambiente de estudo.   |
| B24 | Fomentar e aplicar os dereitos fundamentais e a igualdade entre homes e mulleres.  |
| C1  | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.   |
| C3  | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.  |
| C4  | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.                   |
| C6  | Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben afrontarse.   |
| C7  | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.   |
| C8  | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.  |
| C10 | CB2 Que os estudantes saiban aplicar os seus coñecementos a seu traballo ou vocación de unha forma profesional y posúan as competencias que solen demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo. |
| C11 | CB3 Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan una reflexión sobre temas relevantes de índole social, científica ou ética.                                  |
| C12 | CB4 Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado  |

| Learning outcomes   |                                       |     |     |
|---|---------------------------------------|-----|-----|
| Learning outcomes   | Study programme competences / results |     |     |
| Identify changes in the health of the adult person : Factors influencing, pathophysiological mechanisms , manifestations, diagnostic methods, specific medical and surgical treatments. | A34                                   | B1  | C1  |
|   | A35                                   | B2  | C3  |
|   | A36                                   | B3  | C4  |
|   | A37                                   | B4  | C6  |
|   | A38                                   | B5  | C7  |
|   | A39                                   | B6  | C8  |
|   |                                       | B7  | C10 |
|   |                                       | B8  | C11 |
|   |                                       | B9  | C12 |
|   |                                       | B11 |     |
|   |                                       | B12 |     |
|   |                                       | B13 |     |
|   |                                       | B15 |     |
|   |                                       | B16 |     |
|   | B19                                   |     |     |
|   | B24                                   |     |     |



|   |  |   |   |
|---|--|---|---|
| Identify the needs of care in adults with health problems resulting from treatments, diagnostic tests and therapeutic procedures.                                     | A34<br>A35<br>A36<br>A37<br>A38<br>A39 | B1<br>B2<br>B3<br>B4<br>B5<br>B6<br>B7<br>B8<br>B9<br>B11<br>B12<br>B13<br>B15<br>B16<br>B19<br>B24 | C1<br>C3<br>C4<br>C6<br>C7<br>C8<br>C10<br>C11<br>C12 |
| Identify nursing diagnoses and potential complications in adults with health problems and those arising from treatments, diagnostic tests and therapeutic procedures. | A34<br>A35<br>A36<br>A37<br>A38<br>A39 | B1<br>B2<br>B3<br>B4<br>B5<br>B6<br>B7<br>B8<br>B9<br>B11<br>B12<br>B13<br>B15<br>B16<br>B19<br>B24 | C1<br>C3<br>C4<br>C6<br>C7<br>C8<br>C10<br>C11<br>C12 |
| Nursing care plan for adults with health problems and those arising from treatments, diagnostic tests and therapeutic procedures.                                     | A34<br>A35<br>A36<br>A37<br>A38<br>A39 | B1<br>B2<br>B3<br>B4<br>B5<br>B6<br>B7<br>B8<br>B9<br>B11<br>B12<br>B13<br>B15<br>B16<br>B19<br>B24 | C1<br>C3<br>C4<br>C6<br>C8<br>C10<br>C11<br>C12       |



| Topic  | Sub-topic  |
|--|--|
| Learning Unit I: GENERAL CLINICS .<br>- Conceptual basis of clinical nursing.<br>- Taxonomy diagnostics, NANDA NIC and NOC .<br>- The Nurse Dossier<br>- The inflammatory and infectious processes .<br>- Electrolyte disturbances is acid - base.<br>- Care of wounds and soft tissue.<br>- Nursing care the people with pain .<br>- Nursing care to people with hemorrhagic syndrome | - Care of the medical- surgical patients : issues and trends.<br>- How to Apply Process Nursing Care Clinic nurses.<br>- How to make a hypothesis diagnosed nurse.<br>- The dossier nurse.<br>- Isolation Hospital .<br>- Aterials and venous blood gas Interpretations.<br>- Types of treatments for pain .<br>- Care for people with disorders of tissues and wounds .<br>- Care for people with disorders or disorders of the pathologies with hemorrhagic syndrome : aspects and trends. |
| Learning unit II: nursing care Persons under surgery   | - Care Persons under surgery : issues and trends.  |
| Learning unit III: Attention of Nursing the people subjected the surgical intervention   | Nursing care for people with impaired respiratory function.  |
| Learning Unit IV : nursing care for people with impaired vascular function.  | - Nursing care to people with impaired vascular function dela , issues and trends .  |
| Learning Unit V : Nursing care for people with impaired renal and urinary .  | - Nursing care to people with impaired renal and urinary function : issues and trends.   |

| Planning                       |  |                                      |                               |             |
|--------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies / Results   | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A34 A35 A36 A37<br>A38 A39 B24 B19<br>B16 B15 B13 B12<br>B11 B9 B8 B7 B6 B5<br>B4 B3 B2 B1 C1 C3<br>C4 C6 C7 C8 C10<br>C11 C12     | 20                                   | 20                            | 40          |
| Case study                     | A34 A35 A36 A37<br>A38 A39 A60 B1 B2<br>B3 B4 B5 B6 B7 B8<br>B9 B11 B12 B13 B15<br>B16 B19 B24 C1 C3<br>C4 C6 C7 C8 C10<br>C11 C12 | 15                                   | 50                            | 65          |
| Supervised projects            | A34 A35 A36 A37<br>A38 A39 A60 B1 B2<br>B3 B4 B5 B6 B7 B8<br>B9 B11 B12 B13 B15<br>B16 B19 B24 C1 C3<br>C4 C6 C7 C8 C10<br>C11 C12 | 6                                    | 12                            | 18          |
| Objective test                 | A34 A35 A36 A37<br>A38 A39 B1 B2 B3 B4<br>B5 B6 B8 B9 B11 B12<br>B13 B15 B16 B19<br>B24 C1 C3 C4 C6 C7<br>C8 C10 C11 C12           | 1                                    | 17                            | 18          |



|   |  |   |   |   |
|---|--|---|---|---|
| Workbook  | A34 A35 A36 A37<br>A38 A39 A60 B1 B2<br>B3 B4 B5 B6 B7 B8<br>B9 B11 B12 B13 B15<br>B16 B19 B24 C1 C3<br>C4 C6 C7 C8 C10<br>C11 C12 | 1 | 6 | 7 |
| Personalized attention  |  | 2 | 0 | 2 |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. |  |   |   |   |

| Methodologies                  |   |
|--------------------------------|---|
| Methodologies                  | Description   |
| Guest lecture / keynote speech | <p>Oral exhibition supplemented with the use of audiovisual means and the introduction of any questions directed to the students, with the aim to transmit knowledges and facilitate the learning.</p> <p>The kind magistral is also known how "conference", "expositive method" or "Masterclass". This last modality sound to reserve it a special type of lesson imparted by a professor in special occasions, with a contained that supposes an original manufacture and based in the almost exclusive use of the word how road of transmission of the information to the audience.</p>  |
| Case study                     | <p>Methodology, by means of the Collaborative Work , where the subject confronts in front of the description of a specific situation that rises a problem that has to be comprised, valued and resolved by a group of people, through one process of discussion. The student situates in front of a concrete problem (case), that describes him a real situation of the professional life, and owes to be able to analyze a series of facts, referents it a particular field of the knowledge or of the action, to arrive the a decision reasoned through one process of discussion in small groups of work.</p> <ul style="list-style-type: none"> <li>- The groups estaran compounds of 5 to 7 students.</li> <li>- The realizacion of this activity and mandatory and computes a 20%.</li> </ul> |
| Supervised projects            | <p>Methodology, by means of the Collaborative Work, designed to promote the autonomous learning of the students, low the guardianship of the professor and in escenario varied (academics and professionals). It is referred prioritariamente to the learning of the "Like doing the things". It constitutes an option based in the asunción put students of the responsibility by the his propio learning.</p> <p>This system of teaching bases in two basic elements: the independent learning of the students and the tracking of this learning put professor-titor.</p> <ul style="list-style-type: none"> <li>- The works will be in group.</li> <li>- The groups will be composed by 5 to 7 students.</li> <li>- The realisation sera compulsory and computes 20%</li> </ul>                  |
| Objective test                 | <p>Proof that integrates questions type open objective proofs of brief half answer.</p> <p>The avaliacion of this proof computes a 60%.</p>   |
| Workbook                       | They are a group of texts and documentation writing that collected and edited how source of deepening in the contained worked.  |

| Personalized attention            |   |
|-----------------------------------|---|
| Methodologies                     | Description   |
| Case study<br>Supervised projects | <p>The atencion personalised realised to each group of 5 to 7 students that elaborate the work tutelado or the estuio of cases to do a follow-up next track of the work that are developing and the evolucion of the groups by means of collaborative work. It will be compulsory to assist to the tutoría customised so much in the Study of Cases as in Is Work assisted, Likewise it will be compulsory the assistance to the presentation at the end of Educational period of the Study of Cases.</p> |

| Assessment |
|------------|
|------------|



| Methodologies       | Competencies / Results   | Description  | Qualification |
|---------------------|--|--|---------------|
| Case study          | A34 A35 A36 A37<br>A38 A39 A60 B1 B2<br>B3 B4 B5 B6 B7 B8<br>B9 B11 B12 B13 B15<br>B16 B19 B24 C1 C3<br>C4 C6 C7 C8 C10<br>C11 C12 | <p>It Will evaluate:</p> <ul style="list-style-type: none"> <li>- The utilization of the P.A.E.</li> <li>- The utilization of a Taxonomia Nurse, NANDA, NIC And NOC.</li> <li>- The utilization of a Model Nurse.</li> <li>- The collected of the Bibliographic Searches.</li> <li>- The participation of each of the members of the instruments in the resolution and discussion of the problems or situaciones posed by means of one Collaborative Work.</li> <li>- Undertake comprehensive evaluations, takes of decisions clinical and systematic using the tools and suitable frames stop the patient his family, taking into account the physical factors, social, cultural, psychological, spiritual and most relevant environmental.</li> </ul> <p>The percentage of the evaluacion attributed to east capitulate reserved only in the extraordinary announcement of July that to the equal that in the ordinary announcement added with the Works Tutelados and the Mixed Proof to obtain the total of the final note. This percentage did not apply to back announcements.</p> | 30            |
| Supervised projects | A34 A35 A36 A37<br>A38 A39 A60 B1 B2<br>B3 B4 B5 B6 B7 B8<br>B9 B11 B12 B13 B15<br>B16 B19 B24 C1 C3<br>C4 C6 C7 C8 C10<br>C11 C12 | <p>The essential criteria stop the realization of the works are:</p> <ul style="list-style-type: none"> <li>- The utilization of the P.A.E.</li> <li>- Of a taxonomia nurse, NANDA, NIC And NOC.</li> <li>- The utilization of a Model Nurse.</li> <li>- The collected of Bibliographic searches.</li> <li>- The adecuación of the knowledges, of the bases nurses and of Pathophysiology applied to the works, by means of one Collabotative Work.</li> </ul> <p>The percentage of the evaluacion attributed to east capitulate reserved only in the extraordinary announcement of July that to the equal that in the ordinary announcement added with the Works Tutelados and the Mixed Proof to obtain the total of the final note. This percentage did not apply to back announcements.</p>  | 30            |



|                |  |  |    |
|----------------|--|--|----|
| Objective test | A34 A35 A36 A37<br>A38 A39 B1 B2 B3 B4<br>B5 B6 B8 B9 B11 B12<br>B13 B15 B16 B19<br>B24 C1 C3 C4 C6 C7<br>C8 C10 C11 C12 | <p>This proof consisted of a total of 5 questions of short answer or type test on resolutions of clinical cases, in which it will evaluate to utilisation do P.To.And., of a model nurse and of a taxonomy nurse, coa Taxonomy NANDA, with the NIC and NOC.</p> <p>- Sera Eliminatory and will not do average the Clinical Infirmary I with the Clinical infirmary II and neither will do average with any another proof, already are the works tutelados like the studies of cases.</p> <p>- If the student did not present to this Proof in the Record aparecera NO PRESENTED, reservandose the alone percentages until the Extraordinary announcement of Julio, in back announcements the NO PRESENTED corresponds to present only to the Mixed Proof and in case that this this approved only applied 60% in the final note in the matter.</p> <p>- Each question of the proof will mark between 0,5 points until 2 points or to fraction, depending on the questions.</p> <p>Or system of qualification and to following:</p> <p>0-4.9 Suspense<br/>5-6.9 Approved<br/>7-8.9 Remarkable.<br/>9-9.5 Excellent.<br/>9.6-10 it Enrols of Honour.</p> <p>For the Class Honours should reach 9.6 - 10 Endnote, ie the sum of the porcentajes of the Joint Test, case studies and tutored projects.</p> | 40 |
|----------------|--|--|----|

#### Assessment comments

So much the Study of Cases like the Works Tutelados, do not have final review since they are subjected to a continuous evaluation in the cuatrimestres with the corresponding groups, at the end of the cuatrimestre the student will have to realise an individual exercise of auto evaluation contributing informacion of his work and role in the group. Only the mixed proof has back review to the examination. The final note is the result of the percentages of the study of cases, the works tutelados and the mixed proof.

- Information for the students repetidores, of Opportunity Advanced (Extraordinary of December), of second and back enrol: In these announcements will not reserve the so much percent of the Works Tutelados neither of the Study of Cases, by what the note reached in the Mixed Proof is the one who will appear like the final evaluation.

- Information for students with Enrol Partial: they will have to communicate to the start of Course the peculiarity of enrols it with the end to be able to them adapt to the groups and to the development of his work in them and to be able to establish with the professor that type of work will manage with the teams along the course, will not be exentos of the works grupales so much of the Study of Cases as of the Works Tutelados and do not open inequalities regarding the rest of the students.

#### Sources of information



|                             |   |
|-----------------------------|---|
| <p><b>Basic</b></p>         | <ul style="list-style-type: none"> <li>- Doughty, Dorothy (2005). Trastornos gastrointestinales. Doyma</li> <li>- Canobbio, M. (2003). trastornos cardio-vasculares. Doyma</li> <li>- Holloway, Nancy (2000). Planes de cuidados de Enfermería Medico-quirurgica. Doyma</li> <li>- Wilson, Susan; Thomson, June (2003). Trastornos respiratorios. Doyma</li> <li>- De Wit, Susan (2000). Fundamentos de Enfermería Médico-quirurgica. Harcourt</li> <li>- Carpenito, L.J. (2005). Manual de Diagnosticos de Enfermería. McGraw-Hill- Interamericana</li> <li>- NANDA, Diagnosticos enfermeros (2009/2011). NANDA. Definiciones y Calsificacion. Harcourt</li> <li>- Gordon, M. (2009). Diagnostico enfermero. Proceso y clasificacion. Harcourt</li> <li>- Luis, M.T. (2009). Diagnosticos enfermeros. Un instrumento para la practica asistencial. Harcourt</li> <li>- Potter, P.A. (2009). Fundamentos de enfermería. Teoria y Practica. Harcourt</li> <li>- Astudillo, W.; Mendinueta, C. (1997). Cuidado enfermero en fase terminal y su familia. EUNSA</li> <li>- Thomas, L.V. (1983). Antropologia de la muerte. Fondo de cultura economica. Mexico</li> <li>- Espejo Arias, M.D. (2000). Cuidados Paliativos. Paradigma</li> <li>- Juve, E. (1996). Enfermería Onco-hematologica. Masson</li> <li>- Klüber Ross (1987). Sobre la muerte y los moribundos. Grijalbo</li> <li>- Mcuan, B. (1997). Paciente Terminal y muerte. Doyma</li> <li>- Ackley, B.J.; Ladwig, G.B. (2009). Manual de Diagnosticos de enfermería. ELSEVIER-DOYMA.</li> <li>- Moorhead,S.;Johnson, M.; Maas,M.L.; Swanson,E. (2009). Clasificacion de resultados (NOC). ELSEVIER-DOYMA.</li> <li>- Bulecheck, G.M.; Butcher, H.K.; McCloskev (2009). Calsificacion de intervenciones (NIC). ELSEVIER-DOYMA</li> </ul> |
| <p><b>Complementary</b></p> |   |

| <b>Recommendations</b>   |
|--|
| <b>Subjects that it is recommended to have taken before</b>  |
| <p>Anatomy/750G01001<br/>           Biology/750G01002<br/>           Coidados Básicos en Enfermaría/750G01006<br/>           Fundamentos da Enfermaría/750G01007<br/>           Bases for the Interpretation of Scientific Knowledge/750G01008<br/>           Advanced Tools and Methods in Qualitative Research/750G01023<br/>           Physiology/750G01105</p> |
| <b>Subjects that are recommended to be taken simultaneously</b>  |
| <p>Pharmacology/750G01011<br/>           Professional Ethics, Legal Framework and Philosophy of Care/750G01016</p>   |
| <b>Subjects that continue the syllabus</b>   |
| <p>Clinical Nursing II/750G01035</p>   |
| <b>Other comments</b>  |
| <p>- It owes to do a sustainable use of the resources and the prevention of negative impacts envelope the naturalmeans- Will owe to detect situations of discrimination by reason of gender and will propose actions andmeasures to correct them.</p>  |

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.